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CRITERIA FOR SELECTING PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD FOR HIGH SCHOOL STUDENTS OF THE STATE OF DELAWARE.

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THE EXPANSION IN SOME SCHOOLS OF FOREIGN LANGUAGE CURRICULUMS WHICH INCLUDE SOME EXPERIENCE ABROAD BROUGHT ABOUT A COMPILATION OF CRITERIA TO HELP SCHOOLS EITHER ASSESS THE WORTH OF COMMERCIAL PROGRAMS OR ORGANIZE PROGRAMS OF THEIR OWN. IN ADDITION TO AN OVERALL EVALUATION OF A STUDY AND TRAVEL PROGRAM, CRITERIA FOR SELECTING STUDENTS AND CHAPERONES AND FOR JUDGING STUDENT HOUSING ARE GIVEN. ATTACHED ARE BRIEF ACCOUNTS OF EXCHANGE PROGRAMS ORGANIZED BY SCHOOL DISTRICTS IN THE STATE OF DELAWARE, THE TWIN-CITY PROGRAM BETWEEN NEWARK AND LA GARDE-FREINET, FRANCE, AND THE GUNNING BEDFORD EXCHANGE PROGRAM WITH MEXICO CITY. ORGANIZATIONS OFFERING TRAVEL PROGRAMS AND PUBLICATIONS DEALING WITH THE SUBJECT ARE LISTED IN THE APPENDIX. (GC)

ED012161

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE

CRITERIA for SELECTING

PROGRAMS of

F O R E I G N S T U D Y A N D T R A V E L A B R O A D

FOR HIGH SCHOOL STUDENTS

OF THE STATE OF DELAWARE

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September, 1966

FL 000 454

The criteria for selecting and creating programs of study and travel abroad for our high school students are in their formative stage. It is our hope that all educators concerned with the development of this aspect of the curriculum will carefully study these suggestions and contribute their own ideas to a final document. Please send your suggestions to the Supervisor of Modern Foreign Language Education, State Department of Public Instruction, Dover.

Any school planning a foreign travel program for students will also be expected to meet the criteria in regulations found in the Handbook For Secondary Schools in the chapter on Administration and Supervision, pages 28 through 31.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Because of the growing interest of schools in extending foreign language curriculums for students to include some experience abroad, the State Committee on Foreign Study and Travel has compiled the following criteria to assist schools in assessing the worth of the many commercial programs which are being set up to appeal to students of high school age. These criteria are intended also to be helpful to schools interested in organizing their own programs. The plan for the exchange program between Delaware and Panama supported by the Delaware/Panama Partners of the Alliance is attached to these criteria and may give specific ideas to schools interested in establishing or joining this kind of program. An account of the twin-city exchange between Newark and La Garde-Freinet, France, and a brief outline of the Gunning Bedford exchange program with Mexico City are also included as samples of ways to provide more reality to the study of foreign languages.

IN APPRECIATION

The State Committee wishes to express its indebtedness to the following persons and groups who have contributed ideas found in this report: Elizabeth Brueckmann of Selbyville and Raymond Palmer of Milford, who gave the committee first hand accounts of commercial programs with which they have been connected; Dr. Stephen Freeman of Middlebury, for sharing with teachers of Delaware his observations in this area; and the Council on Student Travel, whose meeting at Avon, Connecticut was attended by several members of the committee.

Members who served with the Supervisor on the State Committee on Foreign Study and Travel are Doris Sherman, Mt. Pleasant Junior High School; Elizabeth Brueckmann, Selbyville School; Francis Fierro, Christiana Senior High School; Raymond E. Palmer, Milford High School; Clemencia O'Neill, Milton School; Winona S. Botello, Mt. Pleasant Senior High School; Lorraine S. Przywara, Brandywine High School; Isabel Riblett, Chairman of the Secondary Foreign Language Department, Wilmington Schools; and Hernan Navarro, Gunning Bedford High School. Mr. Navarro, serving at present as Fulbright consultant to the State Department of Public Instruction, and the State Supervisor edited the final draft.

Genelle Caldwell
Supervisor of Modern Foreign
Language Education

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C R I T E R I A

FOR THE SELECTION OF STUDENTS, CHAPERONES, AND PROGRAMS OF FOREIGN STUDY AND TRAVEL ABROAD

THE RECRUITING AND SELECTING OF STUDENTS WHO TRAVEL ABROAD SHOULD BE BASED ON

CHARACTER, constituting

1. Emotional stability, good judgement and dependability.
2. Evidence of initiative, curiosity and leadership.
3. Tact and a disposition to learn, rather than to teach, to feel equal rather than superior.

PERSONAL READINESS, denoting

1. Proper emotional and intellectual maturity for his age.
2. Physical fitness to withstand rigorous climate and environment.
3. Ability to adapt himself to a variety of situations, including those which may be physically or psychologically uncomfortable, e.g. customs, foods, standards of living.
4. Willingness to enjoy pleasures of the people with whom he lives and to spend no more money than they do.

CITIZENSHIP, embodying

1. Respect for others and an active interest in harmonious international relations.
2. Ability to exchange ideas and to promote friendship with citizens of other nations.

ACADEMIC PREPARATION, including

1. Satisfactory scholastic record and interest in scholarship.
2. A great deal of knowledge of the foreign language and culture.
3. Appreciation of differences in cultural values among peoples.

4. Knowledge of democracy and capitalism and of their function in our country as well as ability to interpret this knowledge to others.[1]

The attributes listed above for selection of students point up the necessity for making careful choices of those who will represent our country abroad. A program which accepts all students who have the financial means to travel without proper screening is not in the best interests of Delaware or of the United States.

THE RECRUITING AND SELECTION OF CHAPERONES SHOULD BE BASED ON THE SAME PERSONAL QUALIFICATIONS AS THOSE OF STUDENTS. IN ADDITION, A CHAPERONE SHOULD BE A MATURE ADULT WITH

1. Sympathy for and understanding of young people.

2. Ability to inspire confidence in young people.

3. A willingness to devote his entire time to the supervision of the group.

4. Knowledge of the foreign country and of the language, gained in part from previous visitation in the country.

Since a chaperone must act in the capacity of both parent and interpreter of the foreign culture to students in his care, it is evident that his selection cannot be based solely on the number of students he recruits or on the financial consideration involved. Proper screening is mandatory.

THE STUDY AND TRAVEL PROGRAM

1. Study, either formal or informal, should make up a part of each day, approximately three hours, unless the students are participating in a work project or in a special interest study project.

2. A curriculum in the foreign language which includes a study of literature and possibly other subjects should be provided in properly organized classes of students of similar preparation and age.

3. An acceptable record of attendance and examinations abroad or on return should be required. It is possible that results of such an experience might be translated into credits at some time.

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1 An appropriate reference for teacher guidance is found in The Challenge of Our Times, State Department of Public Instruction, 1963, Chapter I.

4. The teachers in the program should be persons who are fully qualified to teach in the country of their origin and who have been oriented to the type of program our students need. In some programs abroad the teachers for summer programs are not connected with the University and are often times winter students either there or elsewhere.

5. Provincial towns are preferable to cities for summer study.

6. International and local travel costs should be included in the price quotation of the trip.

7. The sponsoring travel agency which has a listing in the Student Abroad Programs published by the Council on Student Travel may be favored in selection of programs. Programs organized at the local level should have the approval of the local Board of Education or Board of School Trustees and of the State Department of Public Instruction. [2]

8. The sponsoring travel agency or the State and Local Board of Education should require adequate insurance coverage for all pupils engaging in a pupil travel or study program. [3]

HOUSING

Special attention should be given to the housing of the students.

1. Home stay is preferable to dormitories in a university or a lycee and should be used wherever possible.

2. Supervision in the home should be by the parents whose homes are offered to students; dormitory supervision should be provided by chaperones of the group; students should be provided supervision for all activities.

3. The foreign language should be used at all times.

4. Choice of homes should be arranged in advance with a liaison person who is cognizant of the types of foreign homes which would provide the desired experience for the American student.

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2 See: Handbook For Secondary Schools, ibid

3 ibid

A PILOT PROGRAM

TO PROVIDE

FOREIGN LANGUAGE STUDY EXPERIENCES

TO SELECTED STUDENTS

FROM THE CAESAR RODNEY AND DOVER HIGH SCHOOLS

AND THOSE FROM THE INSTITUTO PAN-AMERICANO

ON AN EXCHANGE BASIS

INTRODUCTION

This is a proposal to use the bond of common interest in language study found in young people of Dover, Delaware and young people of the Republic of Panama as a means of furthering their knowledge of each other's country and their mutual understanding and respect.

It is because the State of Delaware is paired with the Republic of Panama under the Alliance for Progress that the educational program described in the following pages is proposed as a polot program between Delaware and Panama.

THE PLAN

This project consists of the following phases:

Phase I: (This phase has been completed)

Selected students of Spanish from the Caesar Rodney and Dover High Schools will attend appropriate classes in the Instituto Pan-Americano in the City of Panama from June 18 to July 31, 1966. (The school year in the Republic of Panama begins in April and closes in December.) During their stay, these students will live in Panamanian homes, visit people and places of special interest, and participate in the everyday activities of young people their age in Panama.

Phase II:

Five selected students of English from the Panamanian school will attend appropriate classes at the Caesar Rodney and Dover High Schools from February 1 to March 15, 1967, the Panamanian summer months. These students will live with American families, visit people and places of special interest, and enjoy the everyday activities of young people their age in the Dover area.

OBJECTIVES OF THE PROJECT

This project is designed to help promote the study of Spanish and English in the respective schools involved through giving a greater sense of reality to foreign language study. More specifically, it will serve as one means of providing:

1. Greater motivation to students to pursue the study of the languages involved (Spanish and English) to a desirable level of proficiency.

2. A greater stimulus toward lengthening the period of time devoted to the study of Spanish in the schools of Delaware.

3. A first-hand knowledge of another country and another people gained, however haltingly, in the host's own language.

It is expected that this pilot program will grow to include students from other schools in the State and that it will give impetus to setting up study centers in other countries whose languages are being taught in Delaware. This program is intended, therefore, to be one means of stimulating school systems to hasten their building of foreign language programs which reflect the stature of our country and its interests in the world community.

STEPS IN IMPLEMENTING THE PLAN

The Coordinators from the Dover area, Genelle Caldwell of the State Department of Public Instruction and Carlos Page of the Dover Middle School with the assistance of the Delaware/ Panama Partners of the Alliance, will make the proper contacts to carry out the plan. They will follow the established procedures which are already in effect to secure the official approval of the project by the Ministry of Education of Panama who will in turn chose a coordinator to work with his American counterparts.

It is expected that a coordinator will accompany his group to the host country and will participate actively in the program provided for his students. He will work cooperatively with his counterpart. Specific duties will be those which follow:

1. The coordinator will set up the machinery for the selection of participants from each country. The following criteria will be used as a basis for selection:

A. Students will be eligible to participate upon satisfactory completion of two years of study of their foreign language.

B. Students must be in their junior year of high school (unless, in the opinion of teachers involved, exceptions should be made).

C. Final selection will be based in part on recommendations from school and community leaders which will be included on the application to be provided by the coordinator to each applicant.

D. A committee of three persons appointed by the coordinator(s) will make final selections of participants.

2. The coordinator will make arrangements for living accomodations in private homes. Each participant from Delaware will preferably be housed in the home of a Panamanian student chosen to study in Delaware who will, in his turn, be housed in the home of his counterpart. Participation in the program is not restricted to reciprocity in housing arrangements, however.

3. The coordinator will also:

A. Provide special study sessions about the country to be visited before departure. This will involve individual reading, informal talks about local aspects of the host country with special emphasis on culture. The most important aim of this particular study will be to lessen, insofar as possible, cultural shock.

B. Make travel arrangements for participating students.

C. Meet and transport students to their "homes".

D. Orient students to their new environment which will involve

1. enrolling them in the schools they will attend.

2. securing interviews for them with interesting persons in public and private life.

3. providing suitable recreational activities when desirable; e.g., picnics, excursions, theater, concerts, movies, sports.

4. arranging travel to places of interest in the host country.

5. acting as counselor to the participants.

6. making arrangements for departure of students from the host country to their homes.

EVALUATION OF PROJECT

1. It will be the responsibility of the coordinators to carry out an evaluation of the entire project, involving all persons who have participated in its development: students, coordinators, the supervisor of foreign language education of the State Department of Public Instruction, a member (or members) of the Partners for the Alliance, principals of the schools involved, and any other interested persons appointed by the

coordinators. This evaluation will include the strengths and needs of the entire program, its organization, and the attainment of its aims and objectives.

2. Delaware students will be given the Modern Language Association listening-comprehension test before leaving for Panama and on their return in order to measure their achievement in Spanish. It is possible that the coordinator of the Panama program will want to test his students in a similar way.

3. Participants will be required to submit a written report about experiences which have had meaning for them in the foreign country.

4. Participants will be asked to share their experiences with school and community groups.

FLYER TO PARENTS AND STUDENTS OF SPANISH

SUMMER STUDY OF SPANISH IN PANAMA FOR
SELECTED HIGH SCHOOL STUDENTS IN THE DOVER AREA

PILOT PROGRAM

Four juniors from schools in the Dover area are being chosen at this time to spend six weeks during the summer studying Spanish in the Republic of Panama. These students will live as guests in homes of young people their own age and will attend classes at the Pan American Institute, a bilingual high school in the City of Panama. A committee of teachers from this high school has already been formed to receive young people from the Dover area and to prepare a meaningful program for them. Lois M. de Garcia, teacher at the Pan American Institute and vice-president of the Delaware/Panama Partners of the Alliance, has been appointed project coordinator for Panama. This study program has the support of the Delaware branch of the Delaware/Panama Partners of the Alliance under the United States Department of State. As time goes on, it is hoped that a source of funds will be found to underwrite the venture.

Students from Delaware who will have this rich experience from June 20 to August 1, 1966, will be chosen by a committee from candidates proposed by teachers of Spanish in the local schools. In order to qualify, a student must have studied Spanish in high school for a minimum of two years and be considered a young person who will represent the State well.

It is estimated that the cost of this program to each student will be $350.00, budgeted as follows:

Round-trip ticket from Washington Airport via Eastern Airlines (Figure quoted from Bank of Delaware Travel Office)	$219.00
Travel and Health Insurance	10.00
Inoculations and necessary papers	20.00
Spending money (Based on one dollar per day for six weeks)	42.00
Optional expenses (Possible travel in Panama for two weekends)	50.00
TOTAL	$341.00

For further information concerning the overall program, contact either

Carlos Page, Teacher, Dover Middle School, Coordinator of program in Dover area for summer of 1966

or

Genelle Caldwell, Supervisor of Foreign Language Education, State Department of Public Instruction

PRELIMINARY APPLICATION FORM FOR SUMMER STUDY
OF SPANISH IN PANAMA

Name in full _____

Permanent address _____

Birth date _____ Country of citizenship _____

School _____ Class this year _____

Father's name in full _____

Country of birth _____ Living or deceased _____

Occupation _____

Home address _____

Mother's name in full _____

Country of birth _____ Living or deceased _____

Home address (if different) _____

What foreign languages have you studied? _____

_____ How long by June of this school year? _____

Have you ever lived or traveled abroad? _____

If so, when and where? _____

Indicate your special interests _____

_____

_____

_____

What is the state of your health? _____

With this application, attach a statement to answer the following questions: "What are your reasons for wishing to attend school and to live with a family abroad, and what do you think you can learn from this experience? What do you think you can contribute to this Panama program?

Signature of applicant _____

Signature of parent or guardian _____

Please return this form immediately.

TWIN TOWN PROGRAM

Newark, Delaware -
La Garde-Freinet, France

(Excerpts published with permission of author from September issue, DSEA Journal)

HOW IT ALL BEGAN

The story of this twinning starts in September, 1959. At that time Mr. Alfred Max, editor of the highly successful Paris magazine, Réalites, and mayor of La Garde-Freinet, approached Mr. Durnall, then mayor of Newark, and proposed the town affiliation. Mr. Max had been interested in Newark since 1933, when he had spent a year studying at the University of Delaware. The chairman of the Newark Twinning committee was and still is Mrs. Cyrus Day, the public-spirited wife of Doctor Day. Mr. Max's favorite professor at Delaware with whom he had formed a life-long friendship. The chairman of the La Garde twinning committee until his death a few months ago was Mr. Edouard Demuth, a cork manufacturer with an abiding interest in young people and a desire to do something "constructif" in the world. The present chairman is Mademoiselle Josette Infernet, the chaperone of the French group that visited Newark in 1961.

EXCHANGES MADE

After the formal exchange of letters between the two towns was completed the exchange of gifts began. La Garde's first gift to Newark was a box containing many flavors of honey, including lavender, cork articles, glazed chestnuts, patience, -delicately flavored small cookies that are a specialty of the town, and a charming Christmas record, Noel en Provence. The first gift sent from Newark to La Garde was made by the Newark High School French Club, -two white azalea plants, which are still blooming in the town square. Newark also sent a box with histories of the United States, Delaware, and Newark, samples of local industrial products, and records. Each year the exchange has continued. Among Newark's Christmas gifts to La Garde were a volley ball set to be played near the town bowling area, home made cookies, made by French Club members, Christmas tapes and records. There have been constant exchanges of newspapers and letters.

The Program's greatest achievement, however, has been the exchange of people. The first official visit took place in March of 1960 when Mr. Demuth came to visit Newark. He was greeted at a town reception, taken on a tour of local businesses by the Kiwanis Club, and given a hearty welcome by everyone. He talked

to the high school students and gave them such a warm invitation to come to La Garde that eight Newark students went to live with families in France that summer. The following summer five Gardois came to Newark. Four of these had received Americans the summer before and they lived with their American friends. The following summer eight Newark High students went to La Garde and in 1963 eight Gardois came to Newark. In the summer of 1964 six students visited La Garde. Among these exchanges have been sisters and brothers in the same family. In 1963 the mother of one of the French boys who was a visitor in 1961 came to Newark, because as she said, "I wanted to meet myself the friends my son is always talking about." In 1965 Newark was again host to four young people from La Garde. Now seven students from Newark are making plans for their stay in France.

Although La Garde is a much smaller town than Newark, the exchange continues to be remarkably equal. It has been financed entirely by the families concerned on both sides of the Atlantic. The first French group to come over had done very little travelling, only one member having been even as far as Paris, but they could not wait to fly across the ocean into the arms of their American friends.

EVERYONE IS "SO NICE"

What they found here can be gathered from snatches from their letters. "The houses are so large, and every home is surrounded by a park." "It's very humid, but we go to swimming pools all the time." "The salad appears on the plate with the meat and the green bean!" "I get dizzy in the supermarkets; they're so huge." "The American character is open." "I understand English so much better now.", and over and over again, "I couldn't believe people could be so nice!"

Impressions that came back to American parents from France include the poem that concludes this article, and exclamations: "The sky is so blue! It's even bluer than in those impressionist pictures Miss Baily told us about." "I'm getting so I like garlic." "The air is so clear. I feel good all the time." "Imagine swimming in the Mediterranean every day!" "I understand French so much better now." And over and over again, "I couldn't believe people could be so nice!"

These exchange experiences are, of course, based on the work of many, many people. The program is directed by the chairman and a steering committee. Working with them are five standing committees, and for every big project there are additional volunteers. This again is an advantage of the twinning program. Town and school work together on a common project and a kind of secondary twinning goes on as each gains in respect and appreciation for the other.

This unity among all citizens of the town can be seen in the town receptions which are given every host year for the arriving French. Here each family introduces his guest to the town, and each French visitor gives a few words of greeting. In alternate years a reception is given in which the American students report on their trip to La Garde. Here is an occasion where in these days of spreading suburban areas, citizens can feel something of the traditional town kinship with one another.

As the twinning project has grown, other groups have formed the Friends of La Garde-Freinet with a membership of over 100. This group hopes to establish a scholarship fund to help an interested student from Newark who would otherwise be unable to go. The Cercle Français brings together French-born townspeople, teachers, and others interested in speaking French for a sociable evening of French conversation.

Partly as a result of this program, there has been a continuous growth in the scope of French studies throughout the school system. The high school French offerings have increased from two to five years. French is being offered in the elementary schools. The emphasis on communication between citizens of the twin towns has prompted two local citizens to give a fifty dollar prize to each of the two high schools for the senior who speaks the best French.

These are just some of the pleasant by-products which have resulted from the school and the town working together with a common cultural interest.

Newark's twinning, while one of the best established programs, is only a small part of a growing world movement to establish city to city relationships. Many groups have been organized at various times, of which the best known is probably the American Municipal Association's sister city program. The movement was given great impetus in 1963 by General Eisenhower's People to People program which now has its headquarters in Kansas City.

In June of 1964 the American Municipal Association and the Civic Committee of the People to People held a town affiliation conference at the State Department in which 42 states, fifty-four countries, and about four hundred towns were involved. Speaking to this group, Dean Rusk said that, as he travelled about the world he found "in the most unexpected places a twin city from which flowed a warm current of friendship and sympathy for America." Surely this current now flows strong and deep between a corner of Delaware and a corner of Provence.

By: Mrs. Pauline Lacey, Chairman
Foreign Language Department
Newark Senior High School
Newark, Delaware

THE GUNNING BEDFORD EXCHANGE

The Gunning Bedford School carried out an exchange program with a Mexican school on a family to family basis in the summer of 1965. James Roberts from Gunning Bedford of Delaware City visited Luis Ruiloba's family in Mexico City and attended Luis' school for the summer. In the winter of the same academic year Luis came to stay with James' family for two months and attended Gunning Bedford. Both schools and families involved expressed their satisfaction with this program.

Schools Involved

Gunning Bedford High School, Delaware City and Colegio Franco-Ingles, Mexico City.

Students

James Roberts, who had studied Spanish for two years, and Luis Ruiloba. Both traveled on a visitor's visa of three months.

Coordinators

Hernan Navarro at Gunning Bedford and Noemi Martinez of Mexico City.

How Arranged

Proper contacts were initially made through Mr. Navarro's personal friends in Mexico.

Time

Two months in summer of 1965 and two months in winter of 1965-66.

Cost and Source of Finances

$122 and pocket money provided by these local organizations: the Delaware Century Club and the Tidewater Oil Company.

Transportation

By bus.

APPENDIX

OPPORTUNITIES FOR STUDY, TRAVEL AND EXCHANGE FOR STUDENTS AND TEACHERS

The sources of information given here concern chiefly foreign study, travel, and exchange. Professional journals and college catalogs provide two basic sources of information about foreign language study both at home and abroad.

Abrams, Irwin. Study Abroad. (New Dimensions in Higher Education, No. 6, OE-50016). U. S. Department of Health, Education, and Welfare, Office of Education. Washington: U. S. Government Printing Office, 1960. 21 p. 15¢.

The American Field Service, 313 East 43rd St., New York 17, N. Y.
Independent, nonprofit, nonsectarian organization with educational travel programs for students, emphasizing a family living experience abroad.

Council on Student Travel, Inc., 179 Broadway, New York 7, N. Y.
Write for information concerning low-cost student travel.

The Experiment in International Living, Putney, Vt.
Independent, nonprofit, nonsectarian organization with educational travel programs (ages 16-30) emphasizing a family living experience abroad. Opportunity also for teachers as group leaders.

Institute of International Education, 800 Second Ave. at 42nd St., New York 17, N. Y.

Bulletins and Reports

Academic Programs Abroad. 50¢.
The assets and liabilities of the programs are explored in this report of a special conference.

Foreign Study for U. S. Undergraduates. 50¢.
Survey of undergarduate study abroad, programs of American colleges and universities.

Open Doors. Published annually. $1.
Report on the population involved in international exchange based on surveys of those studying, teaching, and training in the United States, and of American students and faculty members on educational assignments abroad.

Overseas. The Magazine of International Education. Monthly, September through May. $2.
Featuring articles, reports, photographs, and illustrations on all aspects of international exchange.

Educational Interchange Policy Statements

Academic Exchanges with the Soviet Union. Free.
Goals of Student Exchange. Free.
Twenty Years of United States Government Programs in Cultural Relations. Free.

Information for Students and Advisers

Directory of International Scholarships in the Arts. 50¢.
Fellowships Offered by Foreign Governments, Universities and Private Donars. Free.
Group Study Abroad. Free.
Handbook on International Study: For U.S. Nationals. $3.
Handbook on International Study: For Foreign Nationals. $3.
Summer Study Abroad. Free.
United States Government Grants. Free.

Inter-University Committee on Travel Grants, 719 Ballantine Hall, Indiana University, Bloomington, Indiana.

National Defense Language Institutes. Address requests for summer and academic year list to Language Institute Section, Division of College and University Assistance, U. S. Office of Education, Washington, D. C.

For teachers of modern foreign languages in elementary and secondary schools. Information concerning the institutes is ready by December preceding the summer or academic year concerned. Contact the State Supervisor in Dover for further information.

Study Abroad (No. 13, 1961-62). Issued annually by UNESCO Publications Center, 801 Third Ave., New York, New York. $3.

Study in Latin America. Pan American Union, 17th St. and Constitution Ave., N.W., Washington, D. C. Yearly publication. 60 p. 25¢.

Teacher Exchange Opportunities, 1962-63 (OE-14047-63). U. S. Dept. of Health, Education, and Welfare, Office of Education. Washington: U.S. Government Printing Office, 1961. 39 p. (Copies available free from Publications Distribution Unit, U.S. Office of Education, Washington, D.C.)

Teaching Abroad (UNESCO, No. 10), May 1958. UNESCO Publications Center, 801 Third Ave., New York, New York. 146 p. $1. (No. 11 in preparation).

U. S. Department of State. Educational Cultural Exchange Opportunities (DS 7201). Washington: U.S. Government Printing Office, annually. (Write for price).

U.S. Government Grants under the Fulbright and Smith-Mundt Acts 1960-61. Conference Board of Associated Committee on International Exchange of Persons, 2101 Constitution Ave., Washington, D. C.

Annual program announcements of university lecturing and advanced research. Specify geographic area of interest.

United States National Student Association, Educational Travel, Inc. Work, Study, Travel Abroad. Published annually in December. $1. (Write to the Association at 20 West 38th St., New York, New York)

--Courtesy of Office of Education